

# Standens Barn Pre-School

Community Centre, Topwell Court, Standens Barn, Northampton, Northamptonshire, NN3 9TW

## Inspection date

22/01/2013

Previous inspection date

25/03/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are cared for in a nurturing and inclusive environment. They form secure attachments and develop the confidence to independently explore their surroundings and the activities provided.
- Management and staff understand their roles and responsibilities in regard to safeguarding children. Risks within the environment are minimised because staff complete daily checks to ensure the premises are safe and secure.
- Staff act as positive role models and consistently implement appropriate behavioural management strategies. They encourage the children to consider their own needs and those of others.

### It is not yet good because

- There is scope to improve staff deployment and the consistent use of appropriate teaching strategies that take into account the different ways children learn and offer sufficient challenge.
- Revised procedures to monitor and track progress towards the early learning goals are not yet fully embedded in the staff's practice.
- Procedures to monitor the effectiveness of the quality of teaching, including staff deployment and the performance management of staff, are not fully implemented in practice.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the pre-school room.
- The inspector spoke to the nominated representatives of the partnership and the staff.
- The inspector looked at children's learning journey records, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of the staff's suitability and viewed the setting's self-evaluation form.
- The inspector took account of the views of parents.

## Inspector

Ann Austen

## Full Report

### Information about the setting

Standens Barn Pre-School opened in 1993 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Standens Barn Community Centre in the Standens Barn area of Northampton. Children have access to the hall, the adjoining committee room and the

large entrance area. There is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children.

The pre-school employs five members of staff. All members of staff hold appropriate early years qualifications. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions. There are currently 25 children attending who are within the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- deliver challenging and enjoyable experiences for all children by: improving staff deployment and the consistent use of appropriate teaching strategies that take into account the different ways children learn.

#### **To further improve the quality of the early years provision the provider should:**

- implement revised procedures to monitor and track children's progress across all areas of their learning and development
- use consistent and sharply focused monitoring and analysis to improve the overall quality of the setting, particularly in relation to teaching, staff deployment and performance management.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make sound progress and are developing the skills needed to help in the next steps of their learning, including school where appropriate. Staff are continuing to develop their knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide the development of children's capabilities. Observational assessment is used to identify further learning priorities and to plan relevant experiences for the children. Staff are currently implementing revised procedures to monitor and track children as they progress towards the early learning goals. However, while staff have a general overview of the children's learning and development, the revised procedures are not yet fully embedded in practice. Consequently, staff are unable to accurately monitor the

children's progress over time in all areas of their learning and development.

The key person system supports effective links with parents and carers. A new initiative has recently been implemented to encourage parents to contribute initial information about their children's learning and development at the start of the placement. Staff communicate with parents on a daily basis. They provide regular newsletters and some informative information leaflets are available in the entrance area. Parents have opportunities to view their child's progress file and staff are continuing to develop systems to encourage them to add their comments about their child's ongoing learning at home.

Staff join in children's play offering support and encouragement. However, occasionally the planning of the session, including the deployment of staff, impacts on the quality of the learning provided. For example, planning occasionally lacks sufficient focus and staff spend time organising routines, such as the snack arrangements, instead of being actively engaged in promoting the children's learning and development. Staff develop children's language for communication through their ongoing discussions and interactions. They teach children how to use tools, such as scissors safely, encourage them to feel the texture of snow and support them to investigate what happens when water is poured over the water wheel. However, occasionally the quality of teaching is not sufficiently focussed to fully challenge children's learning to encourage them to think, discuss what they are doing and to practise and refine their skills. For example, staff do not routinely encourage children to count or use number language, such as by asking 'how many?' or support older children to write their names on their paintings. In addition, staff do not sufficiently challenge older children's existing capabilities. For example, older children demonstrate that they can manoeuvre wheeled toys and use the slide competently. However, staff do not suggest additional challenges or provide supplementary resources to extend children's existing skills. As a result, some learning opportunities are lost, noise levels occasionally rise and children begin to use the resources inappropriately.

Friendships are appropriately fostered. For example, young children extend and elaborate play ideas together during role-play activities and as they handle small world resources, such as the pirate's ship. Children look at books for enjoyment and older children are beginning to recognise their own name card. They play musical instruments, enjoy listening to a visiting musician play the guitar and enthusiastically sing a repertoire of familiar songs, such as 'I built a big, fat snowman' and 'Wind the bobbin up'. They enjoy creative art activities and use their senses to explore different media and materials. For example, children immerse their hands in the sand and glittery water and feel the texture of the shaving foam. Children visit the local library, sing carols to local elderly residents and celebrate festivals, such as Chinese New Year and Christmas. This broadens children's range of experiences and understanding of the wider world.

### **The contribution of the early years provision to the well-being of children**

Children effectively settle in this inclusive and nurturing pre-school. They are warmly welcomed on arrival and form close bonds with their key person and all staff. Children and their families are treated with respect and children approach staff for reassurance as required. Consequently, children develop secure attachments and the engagement with

parents is appropriately supported. Staff obtain appropriate information about children's care needs at the start of the placement. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This effectively promotes continuity in the children's care and supports their continual well-being. Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school and staff complete transition documents which provide information about the children's learning and development achievements during their time with them.

Staff appropriately supervise the children and are vigilant about their safety in order to support their continual well-being. For example, due to the layout of the building, staff always ensure that young children are safely escorted to the toilets. Children are developing their understanding of safety issues. For example, they learn that fireworks can be dangerous and how to cross the road safely during walks to the library. However, older children using the slide are not always encouraged to develop their understanding of the potential risks and how to handle them because staff do not always provide sufficient challenge. Staff act as positive role models and encourage the children to consider their own needs and those of others. For example, children are encouraged to develop respect and be kind to each other, to share resources and take turns. Staff praise the children which promotes their confidence and self-esteem. Consequently, children smile and are proud of their achievements.

Children are provided with healthy snacks, such as fresh fruit and milk and enjoy being physically active. This effectively contributes towards their continuing good health and well-being. For example, children stretch their bodies to wave ribbons in the air, climb on the apparatus and bounce on the trampoline. Children's independence and self-care skills are promoted as part of the pre-school routines. For example, children learn to pour their own drinks, to wash and dry their utensils after snack and to put on their aprons for messy play. Older children independently wash and dry their hands after using the toilet. Children have access to indoor and outdoor play and staff provide developmentally appropriate resources to support the children's learning and development. Staff are continuing to develop ways to ensure that children can access additional resources during the session so that they can be used, moved and combined in a variety of ways.

### **The effectiveness of the leadership and management of the early years provision**

Management has a general overview of the educational programmes and the experiences required to help children progress towards the early learning goals. However, procedures to monitor the effectiveness of the quality of teaching, including staff deployment and procedures to monitor and track children's progress, are not fully robust. Consequently, learning opportunities sometimes lack challenge and staff deployment is not always effective. Management completes staff appraisals to identify training needs. They are introducing regular supervision meetings in order to provide formal opportunities for staff to discuss any issues and for management to deliver consistent coaching and guidance to improve staffs' knowledge, understanding and practice. Management and staff

demonstrate a commitment to the continual development of the whole provision. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. For example, management plans to improve parental involvement and to widen the children's community experiences. The action and recommendations raised at the last inspection have been met.

The safeguarding and welfare requirements are met. Management has developed an appropriate range of written policies and procedures to support the safe and effective management of the provision. For example, a behaviour, bullying and harassment policy and a health and safety policy are in place and effectively implemented. Vetting and induction processes for all adults who work with the children, or come into contact with them, are secure. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are secure. Staff understand the signs of abuse and the designated practitioner responsible for child protection understands her responsibility to report concerns to the appropriate agencies. This ensures children remain protected at all times. All staff complete training in safeguarding. Daily safety checks ensure that the environment is safe for children. The arrival and departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitors' book.

Staff develop effective partnerships with parents. Consequently, care is consistent. Parents comment positively about the care and learning provided. Management and staff are aware of the role of other professionals in order to ensure that all children receive consistent and complementary care. For example, procedures are in place to seek expert advice from other professionals, such as the speech therapist. This ensures that appropriate interventions are secured and children receive the support they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	220107
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	818160
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	27
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Northampton Pre School Group
<b>Date of previous inspection</b>	25/03/2011
<b>Telephone number</b>	07733 140070Sandra

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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